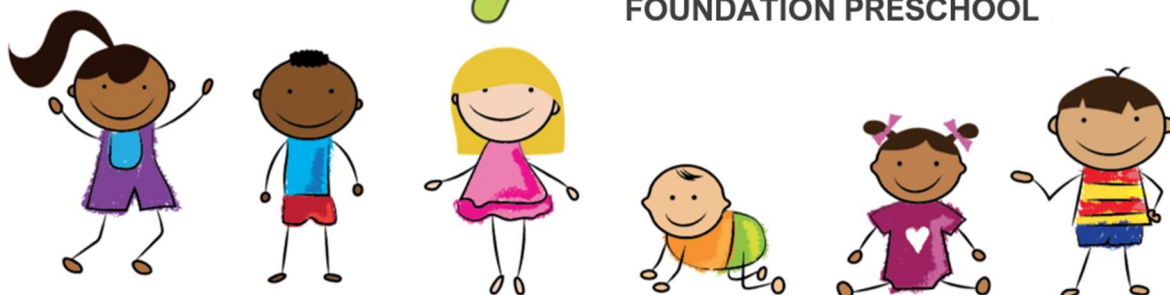


# Hello!

Cultivate Your Future

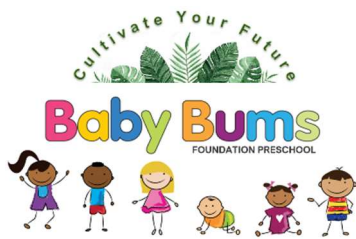
**Baby Bums**  
FOUNDATION PRESCHOOL



We look forward to meeting you soon!  
Please enjoy reading our Welcome pack

Book a Viewing on  
079 749 7951





Cell: 079 749 7951 Office/ 082 659 3423 Comms

Web: [www.babybumsrandburg.co.za](http://www.babybumsrandburg.co.za)

Email: [hello@babybumsrandburg.co.za](mailto:hello@babybumsrandburg.co.za)

Address: 28, 26, 21, 19 Hilltop Street, Bordeaux, Randburg

Click on the links **or** scroll through our document:

**Our  
Family**

**Our  
Aims &  
Beliefs**

**Our  
Curriculum,  
Campus &  
Environments**

**Our  
Independence**

Age-appropriate chores  
Discipline Directive  
Play

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And  
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And other  
Dress-code matters

**Our  
Drop off &  
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**Our  
Extra Murals,  
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Terms &  
Closing Dates**

**Our  
Policies &  
SOP**

Click Here to Register Online





# Our Family

We pride ourselves in our mindful approach to learning, teaching and creating an environment where our little Seedlings, Sprouts and Saplings have space to spread their roots and grow into individuals. Elize Hendrikz and Liezl Kotzé, a mother /daughter duo has created a loving, caring, homely environment in which to nurture and educate each little learner that comes across our path. Our qualified and passionate teachers share in our vision and follow our personalised pedagogical approach.

We believe that children are unique and should be allowed to grow, learn and develop their own set of specialised skills. A sense of safety and security is standard at Babybums and we encourage self-reliance and self-motivation in our older learners. Our teaching methods indirectly teach all our little learners to be assertive, respect themselves and stand strong in the values they have chosen to live by.

They will make informed, responsible decisions and use free/play time constructively.

We like to think outside the box at Babybums Randburg.

Our language of instruction is English, but we can speak some of the 11 official languages.

## Our staff are:

- Certified in infant/ child CPR and 1<sup>st</sup> Aid.
- Teachers and HOC's are SACE registered & L4+ qualified

# Meet our Team

## Seedling Campus



Tamryn HOC & Focus Esther Atelier & Playpark Rejoice Open Mind Charity Babies Sino Babies Caroline Tawanda Restaurant Security & Maintenance

## Sprout Campus



Diana HOC & Open Mind Lerato Restaurant & Playpark Precious Playpark Rutendo Focus Melinda Atelier Albert Security & Maintenance

## Sapling Campus



Robyn HOC & Open Mind Phathie Playpark Patronella Restaurant Adel Focus Samantha Atelier Benete Security & Maintenance

# Our Aims & Beliefs


- ♥ A holistic approach to early childhood development implies an appreciation of the importance of considering the child's health, nutrition, education, psycho-social and other needs within the context of the family and the community.
- ♥ Children have the right to be listened to.
- ♥ Respected, protected, educated, and cared for.
- ♥ Children also have responsibilities towards others. They have to listen to others, care for and respect their peers, siblings, care givers, parents and other members of the community. This will ensure that the child develops into a confident, well balanced and secure person.
- ♥ As each child is unique with his/her own personality, each child should be treated as an individual and his/her social and emotional needs taken into account.
- ♥ In the context of play the child learns how to cooperate, share, be patient and disciplined. Play stimulates the child's thought processes, ability to reason and develops the creative mind.
- ♥ When children are exposed to a variety of apparatus and games, they discover their world as they play.
- ♥ Establish a supportive and caring environment that meets children's basic and social needs and helps them manage their own behaviour.

## ♥ The Core of our Pedagogy is to: ♥

1. Collaborate and Cooperate
2. Make available: Age-appropriate environment to maximise developmental potential and individual expression
3. Offer Child-led, Guided & Facilitated education developing independent thinkers
4. Document events and use anecdotal reports to facilitate lessons.
5. Present natural equipment aimed at optimal development

# Our Curriculum

Babybums lovingly boasts with:

-  3 Developmental Campus
-  5 Developmental Environments in each Campus
-  10 Individual Classrooms
-  15 Teachers
-  FREE Online Curriculum via  CHILD CLOUD with over 100 lessons divided into 42 Annual themes

Our teaching methods and activities ensure all **6 ELDA's** (early learning developmental areas) and all **CAPS** outcomes are achieved.

Our application of learning focusses on a child-lead pedagogy namely **The Reggio Emilia principle**. We aim to go above and beyond when working with our little ones to ensure their educational needs are met by working with individuals on a personal level. We work as a small community at BabyBums Randburg whereby learners assist each other, Learn from each other, and lend a helping hand with daily chores i.e. assisting in the kitchen with food preparation and general cleaning up. We continually research educational trends and implement a variety of educational methods to further develop and grow our little seedlings into strong rooted individuals.

## Our Curriculum Content

### SEEDLING CAMPUS 3months – 2 ½ YEARS

- ♥ ELDAS Curriculum
- ♥ Practica
- ♥ PlayLearnGrow concepts
- ♥ BabyGYM
- ♥ Mindfulness concepts
- ♥ Fun and Exciting extras added in weekly

### SPROUT CAMPUS 2 ½ , 3 & 4 YEARS

- ♥ ELDAS Curriculum
- ♥ Adapted CAPS curriculum
- ♥ Practica
- ♥ PlayLearnGrow concepts,
- ♥ BabyGYM
- ♥ Mindfulness concepts

### SAPLING CAMPUS 4, 5 & 6 YEARS

- ♥ CAPS curriculum as set out by the DBE
- ♥ Practica
- ♥ PlayLearnKnow concepts,
- ♥ BrainGym concepts
- ♥ Mindfulness concepts



# Our Virtual Classroom

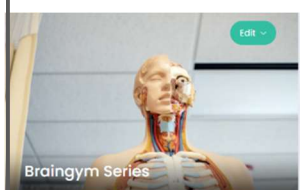

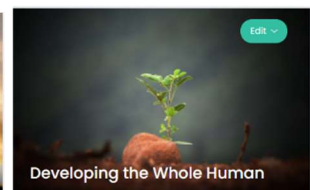
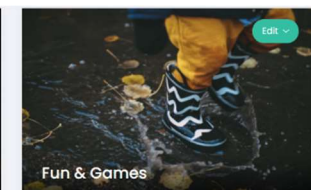



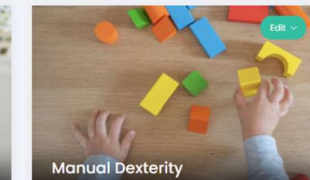
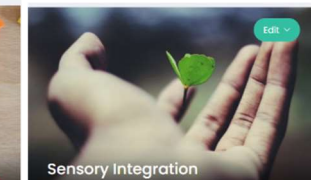

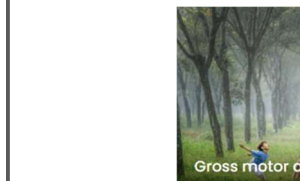
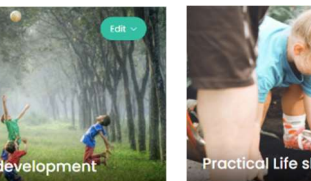
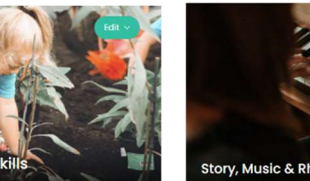
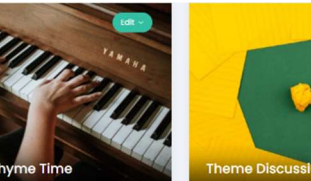
ChildCloud offers each child FREE access to our Virtual Classroom.

This platform has been designed for use when on holiday, off sick from school or simply when you need something to do over the weekend. The classroom is loaded weekly with Theme based activities for ages 3 months – 6 years, even adults can join in!



CHILD CLOUD

There are +-1000 lessons across 14 Developmental Areas

 <p><b>Brainingym Series</b></p> <p><b>Robyn Fivaz</b> Blueberries</p> <p><b>Subject Outline</b> Brain Gym helps to optimize neurological function so that all areas of the brain are more efficiently connected and accessible for any given task. The movements are easy and fun to do for all ages, even adults.</p> <p>42 Lessons</p>	 <p><b>Calm Zone</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> Keeping the mind and body healthy &amp; happy is fundamentally important. Practicing calming movements improves balance, endurance, flexibility, and strength. Taking a few minutes a day to quiet the mind helps keep the mind sharp, improves concentration and strengthens the immune system.</p> <p>36 Lessons</p>	 <p><b>Developing the Whole Human</b></p> <p><b>Phati Mathema</b> Cloudberries</p> <p><b>Subject Outline</b> Early childhood development: the bonds they form with their parents and their first learning experiences deeply affect their future physical, cognitive, emotional and social development. Optimizing the early years of children's lives is the best investment we can make as a society in ensuring their future success.</p> <p>28 Lessons</p>	 <p><b>Fun &amp; Games</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> Games help kids learn to take turns, share and develop positive behavioral skills. They are more likely to be inventive, explore and learn about the world around them and use their own abilities. While they invent and play games with siblings or friends, these interactions help improve communication, cooperation and organizational skills. Additionally, fresh air and free play reduces stress levels. Make believe, also known as pretend play, is a loosely structured form of play that generally includes role-play, object substitution and non-literal behavior.</p> <p>33 Lessons</p>	 <p><b>Creative Mind   Art &amp; Craft</b></p> <p><b>Jessica Nolte</b> Strawberries</p> <p><b>Subject Outline</b> Creative/Expressive art is the only platform that allows all developmental fields to integrate. Physical, Cognitive and Emotional integration in the form of: Motor skills, Math concepts, Self-esteem, logical reflection, literacy. Creativity, Expression of ideas in a safe environment. Through arts and craft, children learn to value and appreciate artifacts and images across cultures and times. Experience in design, art, and crafts enable them to reflect critically on their own work and those by others. They learn to act and think like designers and artists, working intelligently and creatively.</p> <p>33 Lessons</p>
 <p><b>Language &amp; Literature</b></p> <p><b>Charity Muzamhindo</b> Gooseberries</p> <p><b>Subject Outline</b> Language is an important skill that allows a person to communicate with others. In the early stages of language development, the brain is programmed to attend to speech sounds and begin to mimic them. Language development is important to a child in order to adequately exchange information with others in a meaningful way, also to grasp concepts that are explained in a verbal manner.</p> <p>58 Lessons</p>	 <p><b>Linguistic Development</b></p> <p><b>Robyn Fivaz</b> Apples</p> <p><b>Subject Outline</b> The linguistic approach: most words presented in reading are phonemically regular and fit a particular pattern. In order for children to perceive the phoneme-grapheme (sound- sight) relationship, the linguistic approach emphasizes the teaching of the letters of the alphabet as a beginning procedure by utilizing sounds and visuals as teaching tools.</p> <p>19 Lessons</p>	 <p><b>Manual Dexterity</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> Manual dexterity or Fine motor development is the ability to make coordinated hand and finger movements to grasp and manipulate objects. Manual dexterity includes muscular, skeletal, and neurological functions to produce small, precise movements. Development of these skills occurs over time, primarily during early childhood.</p> <p>29 Lessons</p>	 <p><b>Sensory Integration</b></p> <p><b>Charity Muzamhindo</b> Gooseberries</p> <p><b>Subject Outline</b> Sensory integration is the process by which we receive information and make sense of our world. Through our senses we organize this information and use it to participate in everyday activities. The 5 basic senses are sight, hearing, smell, taste, and touch. Additional 3 senses are Proprioception, Vestibular Processing and Interception.</p> <p>30 Lessons</p>	 <p><b>Social-Emotional Development</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> It is vital that when educating our children's brains, we do not neglect to educate their hearts. (Dalai Lama) Social-emotional development represents a specific area of human development. It is a gradual, integrative process through which humans acquire the capacity to comprehend, experience, express, and manage emotions. Also to develop meaningful relationships with others.</p> <p>26 Lessons</p>
 <p><b>Gross motor development</b></p> <p><b>Jessica Nolte</b> Strawberries</p> <p><b>Subject Outline</b> The core of human activity can be reduced to several fundamental movements known as loco motor and non-loco motor skills. Fundamental body movements are the building blocks necessary for more complex physical activities. Playing sports, exercising, and dancing all require a command of simple, fundamental body movements. Non-loco motor skills consists with body awareness and spatial awareness. Loco motor skill is a physical action that propels an individual from one place to another.</p> <p>30 Lessons</p>	 <p><b>Practical Life skills</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> Practical Life Skills are the activities of everyday life and they are integrated through all aspects of life. The child observes activities and gains knowledge of how to use life skills in a useful manner.</p> <p>27 Lessons</p>	 <p><b>Story, Music &amp; Rhyme Time</b></p> <p><b>Charity Muzamhindo</b> Gooseberries</p> <p><b>Subject Outline</b> "Stories play a vital role. The books they read and the characters they get to know become like friends. Reading also helps children with their confidence levels, coping with feelings and learning language." "Rhymes allow Children understand how words are formed, it boosts their communication and literacy skills." "Music fires up all areas of development in the brain including areas such as intellectual development, social-emotional, motor skills, language, and overall literacy. It helps the body and the mind work together."</p> <p>28 Lessons</p>	 <p><b>Theme Discussion</b></p> <p><b>Jessica Nolte</b> Apples</p> <p><b>Subject Outline</b> The purpose of a theme discussion is to broaden the field of knowledge in which your child creates their world. Discuss each theme with age appropriate questions. Emphasizing that this should be a discussion and not just a one-way talk.</p> <p>24 Lessons</p>	

# Our Developmental Campus & Classrooms

Our school has 1 Campus for **each** developmental group. Totalling 3 Campuses.

Seedling Campus 0 – 2 ½ Years

Sprout Campus 3 & 4 years

Sapling Campus 5 & 6 years

Class	Age	Teacher: Child ratio	Campus
Apple (Gr R)	6 years, turns 6 in this year	1:18	SAPLING
Strawberry & Banana (Gr RR)	5 years, turns 5 in this year	1:18	SAPLING
Mulberry (GR RRR) <i>bridging class</i>	4 years, turns 4 in this year	1:18	SAPLING
Pineapple & Kiwi (Gr RRR)	4 years, turns 4 in this year	1:16	SPROUT
Raspberry, Salmonberry	3 years, turns 3 in this year	1:16	SPROUT
Blueberry <i>bridging class</i>	2 ½ years, turns 2 ½ in this year	1:12	SPROUT
Gooseberry & Cloudberry	2 -2 ½ Year, turns 2 ½ in this year	1:10	SEEDLING
Wolfberry	1 ½ Year, turns 1 ½ in this year	1:08	SEEDLING
Cranberry	3 – 12 months	1:04	SEEDLING

## Our Seedling Campus (3months -2 ½ Years)

Subject	Information	Instruction
DOCUMENTS	SIS	Please ensure your SIS document is filled out and sent back to the Principal
Barrier Cream, Wet wipes, Body cream. Sunscreen	School provides	NA (send from home if you prefer another brand)
Meals	School provides	Cooked, Mashed, Pureed
Formula	Send from home (powder only) ONLY babies under 12 months. Babies should decrease formula intake by 12-14 months of age. There are a few reasons for this. When a baby turns a year old, they are typically eating three meals and two snacks a day, and are getting the majority of their nutrition from food.	DON'T SEND PREPARED MILK
Breastmilk	Send from home	Must be frozen
Bottles/Dummies	Send from home	Must be washed and sterilized daily at home. NO dummies after 12months
Nappies	Send from home	Send a bag to school
Clothes	Send from home	Ensure clothes are loose fitting and comfortable

# Your school Bag

**NOTE: DO NOT pack the following in your bag: Any kind of medication or vitamins, Toys, Tablets, Cell phones, Money, Sweets/chips, Juice bottles, Keys or any items that can cause harm**

- ∴ Pack the items mentioned below in your bag everyday
- ∴ Please label ALL personal belongings
- ∴ The children are welcome to bring along 1 fruit (or more) every day to share at snack time

## SEEDLING CAMPUS 3 months – 2 ½ YEARS

- ♥ Nappies (full bag sent to school) we will notify you when its running low.
- ♥ Breastmilk/ Formula and bottles for the day (formula powder in original tin, not pre-mixed or measures out)  
**Babies should stop drinking formula by 12 months of age. There are a few reasons for this. When a baby turns a year old, they are typically eating three meals and two snacks a day, and are getting the majority of their nutrition from food.**
- ♥ 4 pairs of spare clothes (seasonal and loose fitting)
- ♥ Soft Muslin blanket if need be.
- ♥ NO dummies after 12months please

## SPROUT CAMPUS 2 ½, 3, 4 YEARS

- ♥ We aim to have children start potty learning at age 14-16 months at the Seedling Campus.
- ♥ Extra pairs of underwear & pants when potty learning
- ♥ 3 pairs of spare clothes (seasonal and loose fitting)
- ♥ No dummies or bottles at this age
- ♥ Your child is encouraged to bring along 1 x (or more) fruits/vegetables every day to share at snack time.

This is optional but encouraged as we build sense of contribution within a community.

## SAPLING CAMPUS 4, 5, 6 YEARS

- ♥ 1 pair of spare clothes (seasonal and loose fitting)
- ♥ Your child is encouraged to bring along 1x (or more) fruits/ vegetables every day to share at snack time.

This is optional but encouraged as we build sense of contribution within a community.



# Tips for tear-free goodbyes



## 1. WORDS:

Before coming to school for the 1<sup>st</sup> time speak of the teacher, going to school, playing with friends and how mommy/daddy says goodbye and comes back soon. Your tone of voice is important as the child will understand the experience through your description hereof.

## 2. SAY GOODBYE:

Do not sneak away this will create distrust between you and your child. Keep your words positive: "Goodbye and I'll see you soon. You will have a fun day at school, I love you".

## 3. LEAVE PROMPTLY:

Once saying goodbye leave promptly as to not prolong the tearfulness.

## 4. EXPRESS YOUR EASE:

When leaving show with your words, tone of voice and body language that you are comfortable to leave you child at school, try your best to show a friendly face in order for the child to associate school as a happy, fun, safe and enjoyable place.

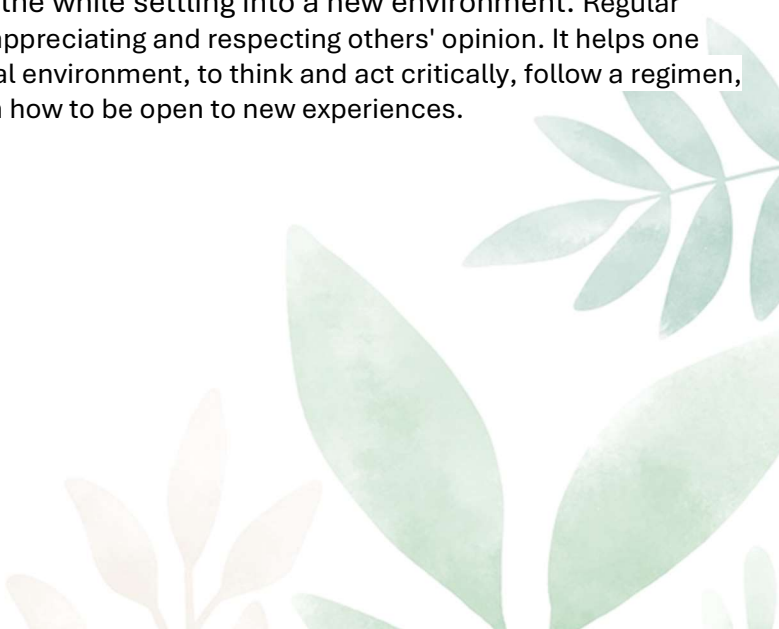
## 5. DON'T LINGER:

The longer you stay the harder it becomes for your child to settle. The friends and teacher will introduce the child to an activity and soon the tears will fade.

## 6. NAMES:

Ask for names of friends and teachers as when you mention these things you are expressing familiarity with the child's daily environment.

**Regular and consistent school attendance** is the only way to ensure your little one is gaining all the benefits from each day's educational experience all the while settling into a new environment. Regular attendance helps them communicate better apart from appreciating and respecting others' opinion. It helps one learn the expected norms of behaviour for living in a social environment, to think and act critically, follow a regimen, which helps a child develop self-discipline and also learn how to be open to new experiences.





# Our Independence



**“LET ME DO FOR MYSELF SO I CAN BECOME INDEPENDENT AND RESPONSIBLE”**

**At school children are learning to:**

- ♥ Take responsibility for our own belongings.
  - ♥ Take responsibility for our actions and words.
  - ♥ Take responsibility for the equipment used in class.
  - ♥ Take responsibility as a contributing member of the school and outward.
- 

## ♥ HOW DO CHILDREN LEARN TO BE INDEPENDENT?

Learning to follow routines is one way for little kids to become more independent.

Like coming home from school: jacket off, then shoes, hang up backpack, wash hands. Let kids start to do parts of the routine by themselves, like unzipping their coat. Eventually, they'll be able to do the whole routine alone.

---

## ♥ ENCOURAGE INDEPENDENCE IN BATHING AND DRESSING

At first, this may take a little more time than helping your child get dressed or take a bath, but it is time well spent. Independence comes with practice, and with your guidance.

If you get the clothes ready the night before, the morning routine will involve only getting dressed. This way, your child can focus on just one thing. Your child may need to be reminded of all the steps.

“In the morning, when you get up,  
First, use the bathroom,  
Then, take off your PJs,  
And then, put on your clothes.”

**Praise your child's efforts and successes:**

“You did a great job getting yourself ready for school today!”

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## ♥ CREATE AND KEEP ROUTINES

Teach about rules by setting up daily routines. Children do best when they know what to expect.

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## ♥ ASSIGN RESPONSIBILITY

When young children copy everyday household/school tasks, they are really learning what it means to contribute. With your support, tasks will soon be done with few reminders. As children grow older, they can begin to take on real responsibilities, such as:

- ♥ Setting the table
  - ♥ Putting away their toys
  - ♥ Feeding the pets
  - ♥ Placing dirty clothes in a basket
  - ♥ Watch your child's self-esteem grow when given the chance to help out.
- 

## ♥ SET LIMITS AND BE CONSISTENT EVERY TIME.

When children do something against the rules, explain simply and in a few words:

- ♥ That what they did was wrong
- ♥ What will happen if the behaviour continues consequences need to be logical, meaningful, and simple and immediately executed. First offer a reminder then follow through with the consequence.
- ♥ For example: If your child rides a bike without a helmet, the bike is off limits for a day or two.

# Quick Guide to Chores for Children by Age

## 18 months

- Put away 3 or 4 toys hand over hand
- Get their own shoes when asked
- Put shoes away hand over hand
- Put something in the garbage
- Put dirty clothes in the hamper

## 2-4 years

- Help sweep or vacuum a small area
- Wash a few dishes
- Put away their underwear and socks
- Wipe the table after a meal
- Bring their own dishes to the sink
- Help you make their bed

## 5-8 years

- Set the table
- Water indoor plants
- Feed the pets
- Pick out their own clothes
- Clean the windows and some walls

## 9-12 years

- Clean their own room
- Start to make their own lunches/snacks
- Unload the dishwasher
- Take out the garbage
- Clean the bathroom
- Organize games for younger siblings





# Our Discipline Directive

- ♥ No toys are allowed at school, tension is unnecessarily created.
- ♥ Biting, pinching, kicking, hitting and general hurtful actions will be dealt with as they arise. We make use of a Time-In procedure followed by Say what you see and Discussion. Parents will be informed of such behaviour. Please check in on the ChildCloud communicator for our Parents Evening PDF.
- ♥ Foul language will not be tolerated (we do consider the fact that speech correction is ongoing) We will make sure of the word spoken and the meaning of it before taking the necessary disciplinary steps.
- ♥ General respect for the school's equipment, teachers and fellow classmates is expected, taught, and enforced throughout school hours.
- ♥ Reports will be issued in cases of extreme disruptive behaviour and a meeting will be scheduled with the parents to assist and solve the problem at hand.

Teachers will issue a notice when unruly behaviour is presented, if the behaviour continues a "calming period" will follow, the child can remain in the calming space until he/she feels ready to join the group. This is not a Time-out away from peers/teachers but rather a "Time-In" space where the child can self soothe and connect with a care giver but also become aware of him/herself in order to feel the emotion. The teacher addresses the behaviour and explains to the child what the behaviour means/has caused. The parents will be informed should the behaviour cause harm to the child or others.

## Our Systematic approach

for effective and connection driven discipline

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1. BLOW CANDLES

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2. LABEL

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3. ASK why

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4. STEELMAN

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5. EMPOWER

---

6. ENCOURAGE

---

7. APOLOGIES

---

8. CHOICE



# Children at Play



## 6 ways kids should engage in “risky” play.

Risky play may make parents shudder, but our children stand to benefit from it. The challenge for parents is to learn how to support it in a healthy manner.

*Your child gets ready to jump from the monkey bars and you get ready for a trip to the hospital. Is this a reasonable reaction? Unless there's a pit of poisonous serpents or a bed of nails below, probably not.*



### What exactly is risky play?

Risky play is about children testing their boundaries and flirting with uncertainty, and they're more capable than we think at identifying their limits and managing the risks.



### Researchers have identified six kinds:

Each of these types of play presents some kind of perceived peril that inspires fear in parents but offers great developmental opportunities for the young human body and mind.



### What's the payoff?

Increased physical activity, better social skills, improved resilience, higher self-confidence, and better risk management skills.

#### 1. Play at great heights

Jumping down from high places is basically a way of “losing control.” Most kids love jumping down from high places because it presents a mixture of excitement and fear. Climbing trees presents a similar thrill for kids, as there's always the “threat” of potentially falling.

**BENEFIT:** This allows them to skilfully gain confidence in risk assessment as they play through life.

#### 2. Play at high speed

Play at high speed is another risky play activity that seems to relate to “losing control.” For example, when riding a bicycle at high speed, there's risk and excitement with the possibility of either crashing into something or someone, or even possibly falling off. Other high-speed examples include running down steep hills, swinging on playground swings, or travelling on zip lines.

**BENEFIT:** Vestibular stimulation is extremely important as it allows the body to know where it is in space and time, this in turn keeps the child safe as they are aware of their orientation. The body map in the brain is set up.

#### 3. Play with dangerous tools

In decades past, it wasn't unusual to see Canadian children using hand saws to cut wood, hammers to build birdhouses and tree forts, and pocketknives to whittle sticks. With increased parent concerns over safety, playing with tools has all but disappeared among kids today. Still, kids tend to love using tools when they get the chance. **BENEFIT:** This kind of play encourages children to concentrate in order to mitigate the risk. This can be done relatively safe with proper observation and guidance.

#### 4. Play near dangerous elements

Play near dangerous elements includes things such as playing near fire, playing near cliffs, and playing near deep water. Not much needs to be said here—it's easy to see the danger to life and limb posed by these elements! But again, children seem to thrill at testing their limits in these situations and environments.

**BENEFIT:** Risk assessment, critical thinking, and concentration /focus on one activity

#### 5. Rough-and-tumble play

This type of play involves managing the balance between playful contact and real fighting. It can include play-wrestling, play-fighting, and fencing with sticks.

**BENEFIT:** Vestibular integration, connection with caregiver, learning how to play gently in a physical manner, sensory seeking children may benefit from this deep pressure play, energy release, GO ON, TRY IT!

#### 6. Play where children can “disappear” or get lost

This kind of play refers to occasions where children have the opportunity to explore spaces on their own, venturing into unknown areas with the danger of getting lost. Certainly, getting lost in a forest or an unknown city presents real dangers for a child,

**BENEFITS:** Independence, critical thinking skills, teamwork, so this type of play challenges children to gauge distances and recognize and remember landmarks for navigation.

# Our Reports

- ♥ **Progress & Developmental reports** are sent out each Term with an in-depth detailed reporting regarding your child's development.
- ♥ There are three in-depth reports for Terms 1, 2, and 3.
- ♥ There will be ongoing updates on the communicator regarding your child's development and progress.
- ♥ Should any developmental delays come to light the Principal and Teachers will meet with the parents to further discuss steps to take. These may include referral to Occupational Therapy, Speech Therapy, Developmental assessments, Vision/Hearing screening, Play therapy, Child Psychologist, Chiropractor.

# Our Communication Platform

Please save us:

082 659 3423 BABYBUMS COMMS


079 749 7951 BABYBMS PRINCIPAL, ADMIN, EMERGENCIES

083 256 3399 AUXILIARY NUMBER



- ♥ broadcast lists are used to communicate directly with parents via **082 659 3423**.

The HOC at each campus will attend to their campus comms between the hours of 11h30 – 13h00, 16h00- 17h15. Please be patient as you await a response to your query.

- ♥ Please log into the  communicator on a daily basis [Click Here: ChildCloud Login](#)
- ♥ The purpose of the communicator is to give parents a brief overview of how the child is developing at school.
- ♥ Should there be a need to discuss any matters pertaining to your child, accounts, or general topics, it is imperative to book an appointment in advance. *079 749 7951(Principal's personal number)*



# Our Payment Contract

1. Non-refundable Registration Fee is payable when registering with us.
  2. Annual Stationary fee is payable in the new year where applicable.
  3. Fees are payable before the 3<sup>rd</sup> of every month for the month in advance over a 12-month period.
  4. By enrolling with us you automatically agree to these terms
  5. **We prefer EFT payments.**
  6. In cases of **cash payments**, please pay us directly as bank fees for cash deposits (R110) will be charged to your account.
  7. **Notice period: We require 1 month's written and signed notice in case of termination of the contract. Fees are liable during the notice period.**
- We work in conjunction with **TPN Credit Bureau** to ensure fees are paid on time.
  - Invoices will be emailed on the 23<sup>rd</sup> of each month.
  - Interest charged for late payments. Interest charged at: 5% 1<sup>st</sup> month, 10% 2<sup>nd</sup> month.
  - Annual payments available; please ask us about the discounted rates.

## Our Banking Details

<b>Name:</b>	Babybums Randburg PTY LTD
<b>Bank:</b>	Standard Bank
<b>Account:</b>	Current business
<b>Branch:</b>	Randburg
<b>Code:</b>	018005
<b>Account:</b>	302 831 622
<b>Reference:</b>	Child's Full name & surname
<b>POP:</b>	<a href="mailto:hello@babybumsrandburg.co.za">hello@babybumsrandburg.co.za</a> or to 079 749 7951

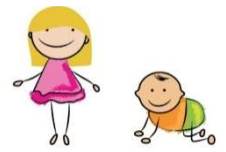


# Our Fee Schedule



OPTION	MORE INFO	FEE per Month x 12	INCLUDED
1. Once off Registration	New Applicant	R 1500 once off	Includes: <ul style="list-style-type: none"> <li>• Access to an online personalized profile for your child on ChildCloud communicator.</li> <li>• Initial stationary fee</li> <li>• Personalised school Bag and Hat</li> <li>• 1x T-shirt</li> <li>• 1x School short</li> <li>• 1x School blanket (personalised)</li> </ul>
2. Full day 3 – 6 years	7:00- 17:45	R3300 pm	*Breakfast, Mid-morning snack, Lunch, Afternoon snack, tea *Please pack a change of clean clothes every day
2. Full day 3 months – 2 ½ years	7:00- 17:45	R3600 pm	*Breakfast, Mid-morning snack, Lunch, Afternoon snack, tea * Please supply, formula, bottles, nappies as required
4. Sibling rates	Full day	Please see below: Sibling rates schedule	
5. Early care/ Late Collection	6:30 drop off 18:15 collection	R300 each per month R450 for both	OPTIONAL
6. Bake- 'n- Shake	<i>Included in fees</i>	<i>R50 per month</i>	<i>Children create their own baked goods to take home.</i>
7. Recycling Contributions	<i>Included in fees</i>	<i>R20 per month</i>	<i>Recycling your food waste into vermicompost and all other recyclable items. Whole Earth Recycling and The Compost Kitchen guide this initiative at Babybums Randburg.</i>
8. Monthly school supply	<i>Included in fees</i>	<i>R60 per month</i>	<i>Includes:</i> <i>Nivea sun cream 50 factor</i> <i>Toilet paper</i> <i>Tissues</i> <i>Hand soap</i> <i>Towel</i> <i>Pigeon Wet wipes 99% water</i> <i>Bennets or Fissan Barrier cream</i> <i>Bennets Aqueous cream</i>
9. Aftercare & Homework (ages 7-12)	13:00-17:45	R950 per month	Homework assistance, Afternoon Snack & Tea
9. Principal hours of availability	8:00 – 16:00		The principal will be available on her cell phone between these hours.

# Our Sibling Rates



Sibling Rates <b>Full day</b> 0 – 2 ½ years		Sibling Rates <b>Full day</b> 3 - 6 years	
<b>Registration Fees - Once off</b>			
Child 1	R1500.00	Child 1	R1500.00
Child 2	R1400.00	Child 2	R1400.00
Child 3	R1400.00	Child 3	R1400.00
<b>School Fees per month</b>			
Child 1	R3600.00	Child 1	R3300.00
Child 2 +-3.5%	R3500.00	Child 2 +-3.5%	R3200.00
Child 3 +-7%	R3400.00	Child 3 +-7%	R3100.00
<b>1st Payment - School &amp; Registration Fees</b>			
Children x 1	R5100.00	Children x 1	R4800.00
Children x 2 +-3.5%	R10 100.00	Children x 2 +-3.5%	R9400.00
Children x 3 +- 7%	R14 800.00	Children x 3 +- 7%	R13 900.00
<b>Monthly going forward per month</b>			
Children x 1	R3600.00	Children x 1	R3300.00
Children x 2	R7100.00	Children x 2	R6500.00
Children x 3	R10 500.00	Children x 3	R9600.00





# Our Uniform & Dress code



- ♥ Compulsory for SAPLING & SPROUT CAMPUS CLASSES.
- ♥ Optional for Seedling Campus classes
- ♥ Hats stay at school and are washed weekly.
- ♥ Blankets will be sent home for washing every 2<sup>nd</sup> week in summer and every week in winter.

## Why is the Uniform Important?

- 👤 It is Comfortable
- 👤 It is Affordable
- 👤 It is Easy to wear without worrying too much about your favourite outfit.
- 👤 It is UNIFORM so all children are seen as equals.
- 👤 It is instrumental to the success of potty learning.
- 👤 Preparation is key for Primary school/High school years.

## WE LOVE FOOT-SHAPED-FEET

- 👤 We prefer barefoot children (weather permitting), this means no flip-flops or sandals as well ☺
- 👤 We ask that shoes only be worn on really cold days.

**NOTES** *Despite how irresistible tiny little sneakers might be, there's no scientific evidence that infants need to wear shoes once they've learned how to walk. In fact, the opposite might be true—going shoeless helps a just-toddling toddler improve her balance, strength, and coordination.*

*The only measure that needs to be taken into consideration when choosing whether or not to put shoes on your child is the temperature of the surface on which the child is walking.*

Proponents of going barefoot generally claim that children's shoes change the growing foot, forcing it to conform to the shape of the shoe. Instead, they say, feet should be allowed to develop naturally—and that means being free from constraints

Included in registration fees	Item	Size	Price for additional purchases
Yes x1	School bag	One size	R450
Yes x1	Wide brim hat	One size	R120
Yes x1	T-shirt, Recommended x3	S, M, L	R130
Yes x1	Summer Shorts, Recommended x3	To be fit	R130
Yes x1	School double fleece blanket	One size	R350
No	Winter Track suit, Recommended x2	To be fit	R450

# A hairy story. . .

We do our utmost best to ensure our spaces are safe and clean so no small parts can accidentally end up in anyone's nostrils, mouth or ear canals. Children remain naturally curious thus we kindly ask that the following hair decorations be applied in a safe manner. Hair must be kept either short or if it is longer it must be out of the eyes/face by means of hair clips, hairbands or alicebands.

Your cooperation is highly appreciated. We thank our 'models' whom have so graciously offered us the perfect photo's to demonstrate the above mentioned.

**THESE ARE SAFE**  
(Secured to the hair)



**THESE ARE UNSAFE**  
(Not secure, falls off)



## Stay Sharp but only in class

- Please ensure your little one's nails are kept short and rounded, nails can cause sever damage to others if left long and sharp.
- The same applies to clean healthy teeth, please ensure our child brushes every day at least twice. Oral bacteria can weaken the stomach's ability to fight off infection. The body's response to harmful oral bacteria triggers an immune system response that also contributes to a weakening of the stomach.



# Drop off & Collection



Do not enter the school yard as this is for Health & Security reasons. The safekeeping of our school/teachers/children/belongings depend on you cooperation. Please respect our time and policies.

## DROP OFF & COLLECTION HOURS

- ♥ **8h00:** All children should be at school no later than 8h00
- ♥ **Sapling Campus children should please arrive by 7h35**



- ♥ **15h00:** Full day collections open FROM 15h00 – 17h45

The school gate will be securely closed outside of drop off and collection hours.

Please respect our time and the work we do by being on time and informing us if you will be late for school.

Please be on time as latecomers **disrupt** the daily schedule and security is essential to all children and teacher

## OTHER HOURS

- ♥ **EARLY CARE:** 6:30am (additional charge)
- ♥ **REGULAR SCHOOL HOURS OPEN & CLOSE:** 7:00am – 17:45pm
- ♥ **LATE CARE:** up to 18:15pm (additional charge)
- ♥ Late collections/Early drop off's will be charged at an additional R120 per 5 minutes and invoiced immediately.
- ♥ The gate is guarded by security guards, Albert, Bennet, Tawanda and Moses.
- ♥ The gate closes promptly at 08h20 and will not be opened unless prior arrangement has been made, this is for security and educational reasons, and the school day will start at 08h20. Children who arrive early already start their educational day at 7h20.

## GUIDELINES

- ♥ **SAPLING CAMPUS:** When dropping off your little one in the morning please do so as quick as possible at the **green door**.
- ♥ **SPROUT CAMPUS:** When dropping off your little one in the morning please do so as quick as possible at the **sliding black gate**.
- ♥ **SEEDLING CAMPUS:** When dropping off your little one in the morning please do so as quick as possible at the **small, fenced gate**.
- ♥ **Drop off and collection should be a seamless process, please keep the communications short and quick. Should you wish to speak with the teacher please arrange a meeting so we can make appropriate arrangements for supervision of the children while the teacher attends the meeting.**
- ♥ Ensure that you hold your child's hand very firmly as your walk with them to the school gate or take them to your car.
- ♥ Please ensure the school is aware of family/friends/nanny's/grandparents/au pairs who are authorised to collect your child/ren

# Our Extra Murals

Extra Mural fees are additional to the school fees and should be paid to the respective companies each month/ term. We offer Extra Murals during school hours; they do not interfere with the daily educational programme and takes place during outside free play time. Contact the extra murals should you wish to enrol your child in the optional activities.

## Curricular Discounted Extra murals

The school receives a discounted rate

Option	Day	Extra mural	Group	Fee ( <i>rates may change</i> )	Contact
OPTIONAL	MONDAY	Yoga for Kids	From 3y	<b>R150</b> per month Paid directly to Yoga	Contact: Jessie Cell: 072 513 6327 Email: Shreeya,yoga@gmail.com
OPTIONAL	TUESDAY	Music Box	All	<b>R180</b> per month Paid directly to Music Box	Contact: Peggoty Cell: 082 838 8504 Email: Peggoty@music-box.co.za
INCULDED IN FEES	FRIDAY	Batz&Ballz	All	Included in school fees	Contact: School
INCULDED IN FEES	FRIDAY	Music with Emma	Saplings	Included in school fees	Contact: School
OPTIONAL	WEDNESDAY FRIDAY	Swimming	From 2 <sup>1/2</sup>	Inquire	Contact: Leigh Driemel Cell: 083 646 9724 Email: leighjo@telkomsa.net
OPTIONAL	THURSDAY	Stimuzone Computers & Tablets	From 3y	Inquire (If more than 20 learners = R130pm)	Contact: Marti Cell: 083 707 1855 Email: stimu36@gmail.com

## Additional Extra murals

OPTIONAL	TUESDAY	Pottery	From 3y	Inquire	Contact: Cheryl Orchard Cell: 083 676 9449 Email: randburg@bacre8.co.za
OPTIONAL	THURSDAY	Liv2Dance (Hip-hop and Ballet)	From 4y	Inquire	Contact: Regine Maingard Cell: 079 579 9152 Email: regmaingard@gmail.com



Leigh's Swimming Academy



LIV2ANCE

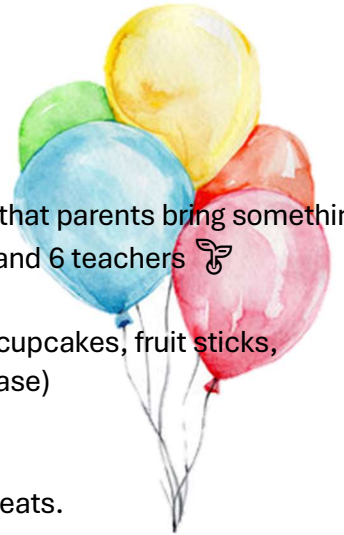


# Our Birthdays

Please book the date of celebration as we would like to keep it as special as possible and not overlap with another friend.

## Birthday Do's and Don'ts

- ♥ We ask for simple, small bite sized treats are requested.
- ♥ As we work within a Campus set up and not classes perse we ask that parents bring something for all the friends (something very small) there are 60 little ones and 6 teachers 🧁
- ♥ Only ONE of the following will suffice: We have had small banana cupcakes, fruit sticks, vegetable sticks, small pastries, ice cream & scones. (No nuts please)
- ♥ **NO** party packs please, not everyone can afford these additional treats.
- ♥ **BIRTHDAY BOOKS:** This year we are asking that each child donate a high-quality reading book on their birthday, to help grow our school library. Write your little one's name inside and the year so when we read the book 10 years down the line, we have special memories to share.



# Our Bake-n-Shake days

**Bake-n-Shake days** will be held every second Thursday during the morning, children will make their own bakers' goodies to take home.

Cooking and baking can help boost your child's language development by teaching them new words and what actions go to those words. Recipes also explain each step of the process, which describes what your child will be doing, this can help improve their language development as well.

# Our Ravioli Restaurant



We subscribe to the “eat what you need” club and empower children to listen to their own bodies when they feel full. When kids notice and respond to feelings of fullness, they're less likely to overeat.

We provide ALL meals; NO other food should be sent to school besides the fruit to share.

- ♥ Children are to arrive no later than 08h00 to enjoy breakfast. (Seedling & Sprout Campus)
- ♥ Please ensure the school is informed of any allergies or specific dietary requirements.
- ♥ We only provide Low GI, healthy meals and snacks to our little learners.
- ♥ Our menu is available on request, keep in mind that the meals may change due to seasonal availability of produce.

Meal	Description	Babies	Sprouts	Saplings
Breakfast	Whole cooked oats	As required throughout the day	Upon arrival breakfast is served in the restaurant up to 8:15am	
Mid-morning snack	School provides the snack, children are encouraged to bring a fruit to share		From 09h30	From 10h30
Lunch	Seasonal cooked meal, fresh side vegetables and water		From 11h00	From 12h15
Afternoon snack	Water/Tea and sandwiches/baked bread/health muffin or similar		From 13h30	From 14h00
Late afternoon snack	Water/Tea and sandwiches/baked bread/health muffin or similar		17h25	17h25

# Our Terms & Closing Dates

## ✦ Terms

Term 1: January – April

Term 2: May – August

Term 3: September – December

✦ **We are open for +-230 days** of the year compared to most public and private school who are open for only +-190 days per year.

✦ **We are closed for +-13 days** per year (excluding public holidays) compared to most private and public schools are closed for a total of +- 40 days

✦ We will be closed (at our own discretion) for an acceptable amount of time during the school year to allow for maintenance, repairs and training. During this period the school will be completely closed, and no holiday care will be available.

✦ Our **Holiday care** facilities are charged accordingly. This facility is open to all siblings under the age of 16. Please speak to us and we will gladly accommodate any requests.

1	09 Jan 2023	FIRST DAY OF SCHOOL 2023
2	20 Mar 2023	SCHOOL CLOSED - Private School Holiday
3	21 Mar 2023	SCHOOL CLOSED - Human Rights Day
4	07 Apr 2023	SCHOOL CLOSED - Good Friday
5	10 Apr 2023	SCHOOL CLOSED - Family Day
6	24 Apr 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
7	25 Apr 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
8	26 Apr 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
9	27 Apr 2023	SCHOOL CLOSED - Freedom Day
10	28 Apr 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
11	01 May 2023	SCHOOL CLOSED - Workers Day
12	02 May 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
13	03 May 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
14	04 May 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
15	05 May 2023	SCHOOL CLOSED - Annual Maintenance & Teachers Training
16	16 Jun 2023	SCHOOL CLOSED - Youth Day
17	09 Aug 2023	SCHOOL CLOSED - Woman's Day
18	10 Aug 2023	SCHOOL CLOSED - Private School Holiday
19	11 Aug 2023	SCHOOL CLOSED - Private School Holiday
20	24 Sep 2023	Heritage Day
21	25 Sep 2023	SCHOOL CLOSED - Heritage Day observed
22	16 Dec 2023	Day of Reconciliation
23	21 Dec 2023	LAST DAY OF SCHOOL for 2023
24	09 Jan 2024	FIRST DAY OF SCHOOL 2024

# Our Developmental Equipment

To Name a few...



## PROVEN BY SCIENCE

Research completed at Stellenbosch University found that children loved playing on YBIKES and were content to ride their bikes around the playground for up to 15 minutes. YBIKE is therefore an effective way of promoting physically active play. This study reported that children riding YBIKES showed improvements of up to 700% in some gross motor-skills, noting the following improvements:

- Substantial improvements in both static and dynamic balance
- Substantial improvements in bilateral coordination.
- Observable improvements in physical self-confidence.

"YBIKE qualifies as an amazingly successful developmental toy!"  
Prof. E S Bressan, Sports Science, University of Stellenbosch



**PRACTICA**  
Time-Honoured Play

## MOST OF THE 'WIRING' IN A CHILD'S BRAIN TAKES PLACE IN THE EARLY YEARS.

- Connections develop more densely between brain cells in the regions of a child's brain that are used often.
- Brain cells that aren't used are pruned away over time.
- During the early years, the quality of a child's experiences shape the architecture of his brain.

### TIMING IS IMPORTANT.

- Various regions of your child's brain control different areas of his development, such as language, listening skills, hand-eye coordination, reasoning abilities, memory, etc.
- Newly emerging abilities are most susceptible to the impact of stimulation when the neural circuits that control them are still young and malleable.
- Practica brings you in touch with your child's natural development by telling you which games to play as part of your daily routine to 'exercise' the many new things that your baby can do at his particular age.
- By doing all the right things at the right time, you zoom in on all the areas during the 'sensitive periods' and maximize your child's brain development in a natural way. PET scans done on a severely neglected 3-year old, and a 3-year old who received loving attention during the first 3 years of his life, demonstrate the physical impact of age-appropriate stimulation, or the lack thereof, on the developing brain.



Children of all ages love to play. Our PLAY information will show you how to turn this natural behaviour into a powerful teaching tool. From crawling to basic mathematics, PLAY helps children learn in a fun, exciting environment.

**GYMNIC**  
The Way to Move

*Gymnic Softy* Physio balls and medicine weighted balls are used for active sitting, gross motor development and strengthening of the most important core muscles. They are also used to promote hand-eye coordination and general fun during ball play. We use them in numerous activities allowing the muscles to actively strengthen whilst have fun.



Variety of Oball's & sensory shapes for our babies. According to the American Academy of Pediatrics (AAP), babies learn to grasp rattles at around four months. "These abilities progress from reflexive grasping to voluntary grasp and release. Babies should be given opportunities to play with toys and food to advance their fine motor skills," says the AAP.



The WePlay® Squeezers are great for developing sensory perception for children. They are tactile sensory rings in 3 progressive strengths for developing sensory awareness and stimulation. Their 3 levels of resistance allow users to progressively strengthen their grip. Designed specifically to provide tactile stimulation. Squeezers have soft quills that provide soothing sensory stimulation and work well to provide nerve stimulation. The Tactile Bumps improve circulation. The fun colours and smaller size make the Squeezers interesting to kids.



The Wacky Box is brought to you by the Educational Box Company, and it aims to provide support, promote and empower parents in South Africa, giving them the ability and opportunity to spend quality time with their kids, despite their busy lives.








PLAY LEARN GROW is a practical guide that will help to ensure that your baby's early years do not just slip away – and with them the amazing opportunity to shape a little body, emotions and thought patterns. The book is packed with stimulating ideas that will develop your baby or toddler's brain optimally, in a playful way and without any undue pressure, during the first three years.



# About illness & Absenteeism

Medicine or Vitamins **WILL NOT BE ADMINISTERED** at school.  
The **ONLY** exception is chronic medication or allergic reaction medications.

I NEED TO STAY AT HOME IF....						
						
FEVER	VOMITING	DIARRHEA	RASH	HEAD LICE	EYE INFECTION	HOSPITAL STAY AND/OR ER VISIT
Temperature of 100.4 or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, Itching, and/or "crusty" drainage from eye	Hospital stay and/or ER visit
I AM READY TO GO BACK TO WORK OR SCHOOL WHEN I AM...						
Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash itching, or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Evaluated by my doctor and have note to return to school.	Released by medical provider to return to work or school.

- If your child is not well please do NOT send your child to school – you will be called to collect them. We have a sick room available for emergencies and we will accommodate the parents if needed, this will only be available for non-contagious illnesses; please **respect** the teachers and other children's **health**.
- Should your child fall extremely ill or need a doctor during school hours Babybums Randburg reserves the right to take the child to Sandton Clinic's Emergency Ward should parents or guardians not be contactable.
- Please ensure the school has up to date medical aid details as medical bills will not be covered by the school.
- A doctor's note is required to ensure that the child is no longer contagious after having diseases like chicken pox, measles and other contagious illnesses.

## **BABYBUMS RANDBURG POLICY,**

### Requirements and Quarantine periods regarding illness and childhood disease

A child who is not feeling well, has a bad cold or has been ill during the previous night should not attend school.

It is appropriate to keep your child at home if he displays any of the following:

☒ **Fever**, lethargy, persistent crying or difficulty with breathing.

☒ An **upper respiratory tract illness**, such as bronchiolitis or influenza. (Exclude common cold symptoms, such as a runny or blocked nose, sneezing, coughing, sore throat and watering eyes.) Influenza carries symptoms of a high fever, dry cough, muscular aches, stuffy nose, headaches, fatigue and weakness.

☒ Severe **diarrhoea**

☒ Severe **Vomiting**

☒ **Bloody stools** or stools containing mucus as this could be a sign of a viral or bacterial infection. Call your doctor immediately.

☒ **A rash**. Until you get a doctor's note giving your child an "all clear" please don't send your little one to school. Rashes accompanied by a fever or other symptoms must be investigated.

☒ **Chickenpox**. Your child can't come to school from the time the first bumps are noticeable till the last wet sore has scabbed and crusted over. You don't need to wait until the scabs fall off before sending him/her back to school

☒ **Impetigo**. This infectious skin condition is prevalent in young children and babies and most often affects the mouth and nose area. Symptoms are reddened skin and a crop of small blisters. The blisters then burst, leaving moist sores. Straw-coloured crusts form as the sores dry.

☒ **Scabies** is a contagious, itchy condition, caused by female mites burrowing into the skin to lay eggs. It's passed from person to person by close bodily contact. Symptoms include inflamed lumps, itchiness, and thin gray lines between the fingers, on the wrists, in the armpits, between the buttocks or around the genitals. Sores may result from scratching. Once treated with topical lotion, your child is no longer contagious

☒ **Bacterial conjunctivitis** and yellow discharge from the eye. After 24 hours of antibiotics your child will no longer be deemed contagious. Children who have red, watery eyes due to allergies are not contagious

☒ **Strep throat**. After 24 hours on antibiotics your child will no longer be deemed contagious

☒ **Mouth sores** that cause excessive drooling. You need to find out from your doctor if the sores are infectious or not before sending your child to school

☒ **Head lice**

**Quarantine period** and periods of infectivity are set out below:

☒ Chicken pox Form 2 days before rash until last scab has disappeared.

☒ Conjunctivitis Until eyes are no longer red or discharging

☒ Diphtheria Until 6 daily throat swabs test negative

☒ Hepatitis infections Until complete recovery. Minimum period of exclusion –7 days

☒ Lice After complete cleansing and freeing of head, body and clothing from lice and nits

☒ Measles 7 days after first appearance of rash

☒ Measles (German) For 1 week after rash appears

☒ Mumps From the time that the symptoms start until swelling has disappeared

☒ Ringworm Return to school immediately if under appropriate treatment and affected parts are covered

☒ Scarlet fever and If no sore throat, no discharge from ears or nose, no recently enlarged

Strep Throat glands or discharging sores.

Minimum period of exclusion –14 days from commencement of treatment

☒ **Whooping Cough** For 6 weeks after onset

**Please ensure you have received the M.A.P & STANDARD OPERATING PROCEDURE DOCUMENT from the school.**